

Enhancing students speaking skill by collaborating TEDx video watching with WhatsApp voice mode recording

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Abstract

It is known that listening to speaking task is the fundamental stage of oral cycle which underlies researcher to investigate students speaking skill achievement. It is done through two stages of oral cycle, listening and watching videos of targeted topics in TEDx Talks, then, reviewing the videos via WA voice mode records. This research is conducted towards 39 EFL students of tertiary level by using CAR method and is done in two cycles. The students are obligated to watching videos with topics of life goals, procrastination, and happiness then deliver a 5' talks via WA voice mode records. The statistical results showed that this learning technique significantly improves students' speaking skill and they benefited to a greater extent of range of vocabularies as well as grammar usage. In addition, the result is also supported by the students' interview comments that they viewed this modeled speaking and listening technique as enjoyable, beneficial and useful as well as effectively enhance their speaking skill.

Keywords: *TEDx Videos, Targeted Topics, WA Voice Mode Review, Speaking Skill*

INTRODUCTION

The fact that learning atmosphere in the class affects the result of learning output triggers the employments of different learning techniques in EFL classroom and is highly recommended. Students generally interested and highly motivated in English instructional process for the teacher presents various strategies and methods during the class. The motivations could be come from internal or external factors, but basically, motivations come as one has a specific motive, need or intention. Human, it can be said as learners in school setting, have some basic needs that must be fulfilled from the lowest need to the highest need; psychological need, safety/security, esteem, belongingness/love, and self-actualization (Maslow: 1954), basically, those five stages are drawn as follows;

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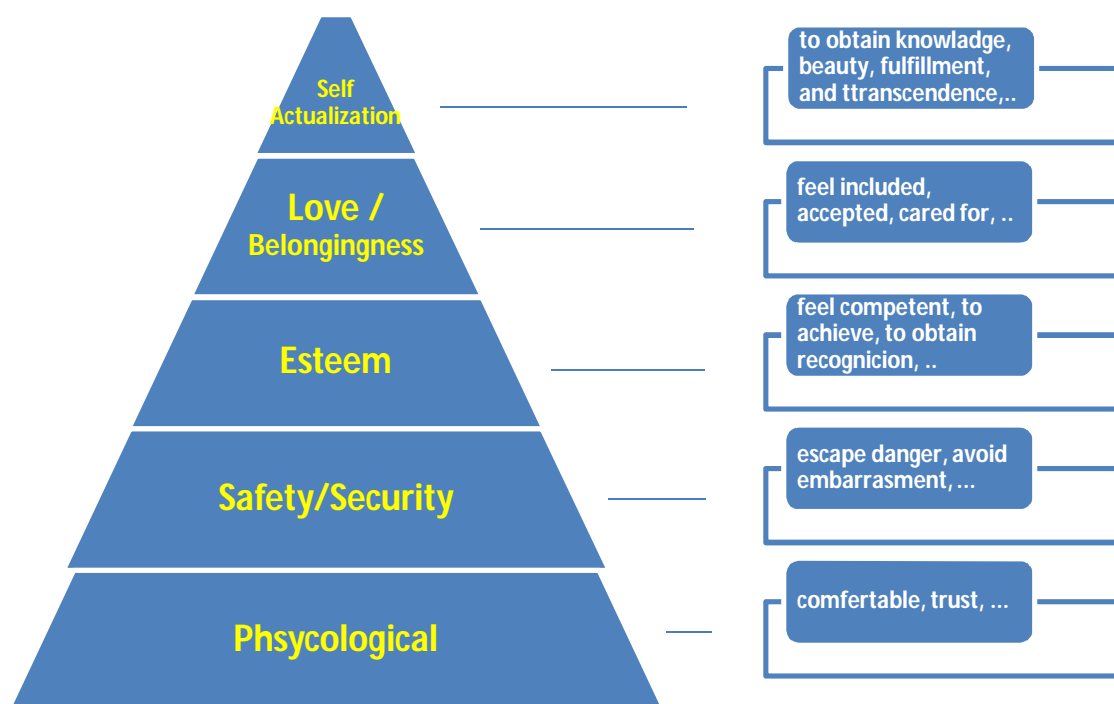


Figure 1. Maslow's Hierarchy of Needs (1943)

In relation with students need, it is noticed that to engage students in instructional process, teacher should provide an ideal atmosphere to enact them in obtaining knowledge, information, and so forth. This means that students need to feel safe and protect their face from being embarrassed to build their confidence up in improving language skill and knowledge. In line with this, teachers should be a facilitator in the classroom to create an unthreatening environment (Jones, 2004: 34) which also means that students are given a chance to get self-actualization by conducting an out-classroom learning to avoid them from feeling nervous, anxiety, and getting interference because they have to practice speaking English in front the class.

Learning language mainly English for EFL learners should be conducted by integrating all language aspects and language skills. On the other hand, speaking and listening skills have been regarded as being too difficult to cope with ,so generally students are not willing to participate in tasks focusing on these two skills (Tavil, 2010: 766). Some students might consider that listening difficult because they have no particular vocabulary in their corpus linguistic so they could not respond in a communication, as the result, speaking which means transferring message also become challenging for lack vocabs to transfer ideas. Although the students may know how to listen and speak in the

language, they may still not be able to communicate in this language mainly because these skills are not used in integration (Tavil, 2010: 766). The problems are because the students have a limited skill to classify the point of what they just listen, lack of vocabulary to transfer ideas they just heard, and feeling ashamed in case of making mistake (wrong grammar and pronunciation). Therefore, the implementation of some various teaching technique takes a significant role to overcome this problem. Kagan and Kagan (2009) proposed some learning model which were eloquently presented in their work, *Cooperative Learning*, provides latest learning model to enact students' participation in learning process. Think pair Share, Jigsaw, Debate, those might be very effective to be employed in academic setting and significantly address the learners' obstacle towards language skill mastery. However, this research came from different point of view in overcoming instructional problem mainly in this classroom context. Based on the observation, it is figured out the mainly English department students in academic year 2016 have some problems in joining a required subject 'speaking 1' for its traditional method and similar material with IC speaking subject which they have already taken in the previous semester.

This research attempted to improve students speaking skill through a modeled speaking and listening which was conducted by collaborating the TEDx Talks video watching and oral review through WA voice mode records, and how they perceived the implementation of the instructional model. As guided in the book published by Western Australia Government (education departments) entitled *Speaking and Listening Resource Book* (2010: 6) stated that the modeled speaking and listening gives teacher authentic opportunities to model appropriate language structure, vocabulary and concepts. As Plyes and Algeo (1997 : 159) stated that vocabulary is the focus of language, it attempts that vocabulary also has a significance role in delivering idea both for ESL/EFL learners, moreover, for the one who learn for specific purpose or expect to operate at an advance level in English (Jiangwen and Binbin, 233-234). Furthermore, students have an explicit understanding of how source a text is structured; it should be easier from them to distinguish between major and minor points and to synthesize ideas in a more effective way (Chen and Su, 2012: 185). This means that the materials and method given are most effective when used prior to a new speaking and listening before students become proficient.

Modeled speaking and listening was employed for its worth contributions in assisting students to understand different functions of

language; to familiarize the specific usage of vocabulary and its concepts; to gain better insight into behaviors associated with different context, and understand why they occur; and to internalize the models of language, eventually using them into construct students' own speech. In addition, the implementation and key features of this learning model elaborated as followed;

| Key feature | Steps of technique |
|---|---|
| 1. Sessions are brief, have a clear singular focus. | 1. Explaining the chosen video and the task focus as well as linking the video highlight to students' experience and prior knowledge. |
| 2. Clear think-aloud statements are used. | 2. Emphasize and explain any specific vocabulary or phrases that students should use |
| 3. Can involve small group or the whole class. | 3. Students present the review in a voice mode record and send it through WA group. |
| 4. Students practice the skill immediately. | 4. Teacher's feedback dealing the content of the message, vocabulary in use, and grammar in use. |

Figure 2. steps and key features of modeled speaking and listening technique.

METHOD

The research was conducted towards 39 EFL tertiary students (27 females and 12 males) by using a classroom action research design proposed by Kemmis and McTaggart (1988). The participants were sophomore college students majoring English which were taking a required course 'Speaking 1' class in a private university in Jombang, East Java, Indonesia. The goal of this course is engaging them actively and communicatively in speaking of daily communication setting (greeting, parting, asking directions, expressing opinion, describing). Over all, those students are in a low intermediate level which also becomes the base of the treatments given in the implementation of the CAR design. The preliminary study was conducted on the first 3 months of the semester which also the period for the researcher to classify the students' achievements through midterm test result. It found that students speaking skill was poor for many reasons, mainly because of the method and the material given during the class. The method employed in the first half semester was traditional one and didn't engage them to be more communicative. Furthermore, the students have already had all similar materials in Integrated Course (IC) which they took on the previous semester, as the result, they might

not really interested in joining the course for repeating the same materials, and needs more challenging one. In conclusion, convinced by the midterm test result and students interview towards the implementation of teaching leaning process, the researcher planned a method to overcome the problems and elevate students speaking skill. After having a preliminary study, the researcher continued to the next cycles; planning, implementing, observing, and reflecting. To measure the improvements, participants were also given set of questions dealing with their response of the implementation of instructional technique. There were 2 (two) major issues participants should answer about how do they perceive of the learning technique and what benefit they can pursue from this technique.

FINDINGS

The planning of the teaching learning process in speaking 1 class was making a lesson planning for the meeting schedule and activity for the last three months in the third semester as well as mapping the criteria of success and determining research instrument. In the institution, students' achievement is graded by using numerical measurement in scale 4.00, the description as followed.

Table 1. The Standard of Scoring

| Score | Category |
|-------|--------------|
| A | 8.00 – 1.00 |
| B | 6.60 – 7.99 |
| C | 5.60 – 6.59 |
| D | 4. 00 – 5.59 |
| E | 0.00 – 3.99 |

Meanwhile, in measuring the success of the learning technique in improving students speaking skill, researcher defined some criteria of success as follows;

Table 2. Criteria of Success

| Criteria of success | Instrument | Data collection technique |
|---|------------|-----------------------------|
| Students achieve at least the minimum score average score 76 which measured from specific vocabulary in | Test | Scores (oral presentations) |

| | | |
|---|---|--|
| use, grammar appropriateness, and | | |
| <ul style="list-style-type: none">• Doing all stages of modeled speaking and listening instructional technique.• Students are able to classify major and minor point and deliver it in an oral review recorded in WA voice mode. | Interview and students voice mode recording | Students' participation which is measured from Interview dealing with their perception of this instructional model implementation and Students voice mode recording. |

Based on those two tables, researcher stipulated that the minimal average score was 76, even tough, in table 1 was mentioned that to get B students should have minimally 66 points for all aspects (accumulated from students' participation, performance, UTS, and UAS score). This also was established to motivate them doing the best in completing the task and minted a qualified English teacher in the future. Dealing with how to infer major and minor point, researcher decided that material chosen were 3 videos of targeted topic, happiness, life goals and procrastinator. The reason of choosing those topics were researcher, as well as a lecture, tried to encourage students be a fully happy successful person through the tips given by the speaker, further, those 3 topics regarded as a light material and relevance to their current condition. The research was conducted in two cycles from meeting 9 to meeting 15 which the result was clearly elaborated as follows;

Implementation of cycle 1

Cycle 1 was taken place for 3 meetings on 11 May 2017 to 25 May 2017 which students were invited to watch TEDx video entitled life goals on 11 May 2017, while, the link of the second video, happiness, was given on the following week. Students are given a chance to present the review of the video content through WhatsApp voice mode recording in a 15' individual oral review. The students are given a link of the targeted video and a chance within a week to establish an individual out class video watching as well as submitting their review through WA voice mode recording without any consultation session with the lecture. So the result presented in the review was pure based on their understanding and ability in defining both major minor points as well as using specific vocabulary and grammar. It was so surprising that all students participated enthusiastically in watching video and review them even though the lecture just share the video link and explain the task in a guideline what

should they do to fulfill the assignment. Based on the students result, it is found that from the initial point which is obtained from the UTS score, some students made some positive achievement in term of their score, while others did not. The recapitulation of the score from the starting point to the cycle 1 and 2 was presented as followed.

Table 3. Students Score in Cycle I and II

| No | Initial | Initial score | Cycle 1 | Cycle 2 | Improvement point from IS to C2 |
|-----|---------|---------------|---------|---------|---------------------------------|
| 111 | DE | 70 | 79 | 89 | 28 |
| 2 | EF | 60 | 68 | 75 | 15 |
| 3 | HFH | 75 | 80 | 90 | 10 |
| 4 | DAA | 60 | 76 | 83 | 15 |
| 5 | GP | 60 | 70 | 80 | 20 |
| 6 | JAH | 74 | 80 | 90 | 16 |
| 7 | MPA | 75 | 82 | 90 | 15 |
| 8 | NFI | 70 | 74 | 84 | 10 |
| 9 | NA | 73 | 78 | 85 | 25 |
| 10 | FQC | 60 | 77 | 85 | 25 |
| 11 | PRN | 70 | 77 | 83 | 13 |
| 12 | APPA | 60 | 79 | 85 | 25 |
| 13 | WH | 79 | 80 | 90 | 11 |
| 14 | MRN | 60 | 73 | 80 | 20 |
| 15 | NAK | 79 | 80 | 83 | 4 |
| 16 | RMV | 73 | 75 | 83 | 10 |
| 17 | FR | 75 | 77 | 85 | 10 |
| 18 | MKS | 70 | 78 | 94 | 24 |
| 19 | LK | 70 | 80 | 90 | 20 |
| 20 | AN | 73 | 77 | 85 | 12 |
| 21 | NSR | 70 | 78 | 95 | 25 |
| 22 | PD | 75 | 77 | 85 | 10 |
| 23 | FS | 79 | 79 | 83 | 4 |
| 24 | KDSW | 71 | 74 | 80 | 9 |
| 25 | RKS | 70 | 72 | 79 | 9 |
| 26 | SH | 75 | 83 | 90 | 25 |
| 27 | DCRSP | 65 | 70 | 80 | 15 |
| 28 | PMA | 65 | 69 | 85 | 20 |
| 29 | ITA | 63 | 69 | 80 | 17 |
| 30 | AS | 70 | 75 | 85 | 15 |

| | | | | | |
|----------------|------|--------------|--------------|--------------|----|
| 31 | MRDN | 75 | 79 | 85 | 10 |
| 32 | APP | 70 | 74 | 86 | 16 |
| 33 | PS | 60 | 69 | 75 | 15 |
| 34 | NI | 77 | 81 | 90 | 13 |
| 35 | CS | 75 | 81 | 90 | 11 |
| 36 | RAP | 60 | 65 | 75 | 15 |
| 37 | AG | 70 | 77 | 84 | 14 |
| 38 | IM | 79 | 82 | 89 | 10 |
| 39 | MRA | 79 | 81 | 94 | 15 |
| Average | | 70.64 | 74.30 | 85.10 | |

Source: score recapitulation, 2017

Apparently, based on the score recapitulation above, it was known that there was a positive improvement from the learning technique implementation for the first two weeks. Initially, students' score average was 70.64 then it soared to 74.30 after they review two video, life goals and happiness.

Reflection of cycle 1

Overall, the implementation of modeled speaking and listening in speaking 1 showed it positive contribution in enhancing students speaking skill. They benefited many things, even so, the score was not fulfilled the criteria of success standard in which the minimal average score was 76.00. The researcher figured out the obstacle that might be faced by the students during the implementation and it is found some points that made researcher rearrange the instructional planning. The points were (1) the duration is too short even though it was given a week to finish the duty, (2) need more space to draft and consult with to produce appropriate work as planned by the researcher.

Implementation of cycle 2

The second cycle was conducted on the last 4 meeting from 01 June 2017 to 22 June 2017. Based on the reflection of cycle 1, researcher gave only 1 video to be reviewed to measure its significant contribution in improving students' speaking skill. Students are given a link of video from TEDx Talks and given the same task to fulfill. The difference between the first cycle and the second cycle was students given a longer time to understand the message of the video and had a chance to consult with the lecturer about their review draft. The third video with topic procrastination was given on 01 June 2017 and they had a week to understand the content as well as drafting the major and minor points they would deliver in the review record. The consultation was conducted on 08

June 2017, when all of students are given the same portion and duration to share their draft. The researcher provided some opinion to beautify the draft and corrected some errors might be done. Meanwhile, on June 8th 2017 the students' task submitted through WA voice mode record then the researcher checked the result. By concerning on the students ability in mapping major and minor points and using different range of vocabularies as well as its appropriate grammar usage, it is revealed that the students score was significantly soared. It convinced on the table 3 above that the students starting average score was 70.46 and the average score on the cycle 1 was 74.30, while the average score in cycle 2 was 85.10. It means that the implementation of modeled speaking and listening by collaborating TEDx talk video watching and oral review recording was significantly improve students speaking skill on targeted topics.

In addition, this participant was also interviewed dealing with their opinion of the implementation of leaning technique. After joining in instructional process, they had different points of view, 1 participant thought that this instruction techniques was challenging for they have to work independently (outside the class), 2 students said it was an ordinary learning process for they couldn't perform their best and thought there was no significant improvement. Meanwhile, the rest participants vied the implementation of modeled speaking and listening was absolutely positive for 13 participants said it was very useful since they could learn many things. Further, 9 students thought the learning technique was very effective and 14 said it was enjoyable for they benefited many things, e.g. heighten their confidence and deepen their knowledge. The recapitulation as followed;

Table 4. Students' perceive towards learning technique

| Students Perception | Frequency |
|----------------------------|------------------|
| Challenging | 1 |
| Useful | 13 |
| Effective | 9 |
| Enjoyable | 14 |
| Ordinary | 2 |

Among 39 participants, they had absolutely different feedback towards the implementation of modeled speaking and listening technique in enhancing their speaking skill. The top rank feedback was the participants (17 students) benefited in term of building their autonomous learning as well as improving

their competence in mastering grammar, acquiring new vocabularies and widen their knowledge through the targeted topic. Meanwhile, there were 12 participants said their self-confidence and self-esteem soared for they can draft their work in home and avoid from feeling shy by delivering ideas through voice mode record. Further, 10 students said the implementation of the learning technique enhanced leaning atmosphere for they can discuss any obstacle with the classmates and the lecture, as well. The result of the feedback elaborated as followed;

Table 5. Students' feedback on learning technique benefits.

| Benefit | Frequency | Sample comment(s) |
|---------------------------------------|------------------|---|
| Enhanced learning atmosphere | 10 | <ul style="list-style-type: none">• More relaxed because i do not need to share idea in front of all of my friends in the class (not nervous);• If there some points I do not capture well from the video, I can comfortably communicate, ask and even argue with my friends;• Studying a new thing enjoyably for we are given a specific time so it is more comfortably. (not anxious);• Learning atmosphere becomes more enjoyable, because I work outside the class with friends so I can share and ask freely. |
| Developing confidence and self-esteem | 12 | <ul style="list-style-type: none">• It can increase my self confidence in delivering ideas to others mainly through WA voice mode record;• I don't feel shy in making some mistakes (wrong pronunciation or else) because I do not deliver the review in front of my teacher;• I can make a draft for my review and revise the draft to present the best review I can make. |

| | | |
|--|----|---|
| Building autonomous learning and improving competence in subject are | 17 | <ul style="list-style-type: none">• I become more active in studying and more creative in mastering material because I can play video for couple of times;• It motivates me to speak like a native, it is very nice to listen them speaking;• I can learn more vocabulary as well as how to pronounce it;• I can practice speaking in English appropriately through the model in video;• I get new vocabulary from the video and how to use grammar correctly (present tense and past tense, SV agreement and word forms. |
|--|----|---|

Reflection of Cycle 2

The reflection of cycle 2 was conducted on 22 June 2017 and was functioned to review the implementation of learning technique during the research. The result of the implementation of modeled speaking and listening technique showed that it was so applicable in speaking class and significantly improve student speaking skill. The students had a chance to consult with the lecturer about the content of material they would deliver in the oral review and this thing brought positive effect towards students' achievements which reflected in the score.

CONCLUSION

Overall, it is clearly noticed that this learning technique by using modeled speaking and listening that done through collaborating TEDx talks video watching and oral review in WA voice mode records was significantly improve student speaking skill in targeted topics. In line with the improvements, students perceive that thing teaching model contribute positive learning atmosphere for it enhance students creativity, set students to feel relax and therefore it becomes enjoyable. The application of this model contribute another advantage, it was also effective and very useful in leading their understanding of targeted topics (life goals, procrastinations, and happiness), as the result, they can acquire some new vocabularies entry deals with specific topic as well as the grammar usage. The last, mostly students said, this

technique was very fruitful in developing students' self-esteem, self-confidence, and students' autonomous learning as well since the video watching and oral review were taken place outside classroom.

However, it is also urgent to determine the duration given to students in finishing the task for it includes at least 4 stages; video watching, understanding the message, drafting a summary of the video message, and transferring information through recorded oral review. Once students feel not given enough time to do all stages in this learning technique, then it will give different result.

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Author's Brief CV

I am a 31 years old English lecturer in STKIP PGRI Jombang which pursued my bachelor degree in the same institution on 2004 to 2008 and continued my masters in UNESA on the following year 2009 to 2013. I currently teach English skills and other compulsory subject; IC Speaking, Speaking 2, Extensive Reading, and Teaching